

COMPETENCE FORMATION OF STUDENTS WHEN LEARNING A FOREIGN LANGUAGE

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Abstract: The article demonstrates how important for young people to have well-developed *communicative skills for their interaction with foreign partners. The paper explains the necessity of finding new approaches for development of oral and speaking skills of students. It offers a solution for this – implementation of communicative trainings at the foreign language lessons. Methods and principles of communicative trainings are described in this article.*

Keywords: *Communicative training, training forms, training methods, speaking skills, business communication, training exercises, communicative self-development.*

The European Community recognizes that the problem of *formation of* multilingual individuals is getting more urgent in modern society. Being a part of European Union, in rapprochement of cultures situation and with the ability to enter into the international scene, future professional work of graduate students presupposes the establishment of numerous contacts with speakers of other languages [1].

The current system of foreign language teaching in non-language institutions of higher education is focused on training of specialists in the frames of traditional subject course content, and does not entirely take into account the contemporary needs of formation of all components of foreign language communicative competence [2].

V.V.Safonova defines communicative competence as a combination of language, speech and socio-cultural components [3].

The main objective of Foreign Language Graduate training program is to have a completely formed professional communicative competence of students, which allows them to practice foreign language skills using all kinds of speech activity, but above all, as a tool of business communication.

To reach this aim with a limited number of class hours devoted to a foreign language learning is possible only when using active and interactive teaching forms and methods. One of such methods is the technology of communicative training.

Training, as a means of active group learning, is described in the works of R. Buckley, D. Capel, F. Burnard, I. Vachkov, E. Gorbatova, Y. Yemelyanov, Y. Zhukov, G. Clarin, G. Marasanov V. Nikandro, A. Panfilova, L. Petrovskaya, K. Fopel.

During the XX century, training as a means of human adaptation to professional activity, and a method for changing behavior and human activity as a whole was widely recognized and implemented in different spheres of human life. Today, a well-known experience in Leipzig (Manfred Forveg, Tradel Albert), Tallinn (X. The Mikkin), Saint Petersburg (L. Petrovsky, Y. Emelyanov, S. Makshanov) schools. Integrative linguistic and psychological training designed by Rumyantseva is of special interest for foreign language teachers [4].

The analysis of researchers in the field of training forms shows that training can be examined from the point of view of different paradigms: training as a form of education, in which, with the help of a positive model desired patterns of behavior are forming, and undesirable patterns are eroded by using negative models; training as a training, which results in skills' formation and development; training as a form of active learning, the objective of which is the knowledge transfer, the development of certain skills; training as a method for creation of conditions for participants self-disclosure and looking for appropriate solutions of ways how to solve psychological problems on their own [5].

Communicative training, presented by a combination of methods elements provided through the use of group and collective forms of training, is a tool for improving both foreign language oral and speaking skills.

Communicative training makes it possible to master the art of free interpersonal and business communication, to form the ability to communicate and interact in any business environment. Training's main goal is to develop skills of effective communication: ability of overcoming communication barriers and individual complexes arising in the process of communication. Communicative competence training is the research of dramas of business communication and the creation of effective ways to resolve them [6].

In the work [7] training exercises aimed at encouraging of communicative self-development of future specialists at foreign language classes are considered as a special form of educational activity that can be implemented in the senior years. They require such blocks should be included: informative (as a certain "guarantor" of theoretical readiness of a future specialist and accumulates information from different branches of scientific knowledge), self-knowledge (helps stimulate the process of active self-observation, the formation of adequate self-assessment), practical (makes it possible to generate communicative skills and encourage personal growth).

The following principles form the basis of trainings:

- Activity (everybody works; it allows to acquire up to 90% of information);
- creativity (create situations for creative skills development);
- objectification (awareness) - (you can use videos of group members behavior to review and discuss);
- communication with a partner (the interests of other participants, their feelings, and the ability to make mistakes and correct them by yourself or with the help of others are considered).

Training Methods.

The following methods can be used, when the training program is being conducted: games (business, role-playing games), case studies, group discussion, brainstorming, video analysis, and others.

A case is a problematic situation that requires a response and finding a solution. The solution of the case may be both individual and as a group. The main task of it is to learn to analyze information, identify key problems and form a set of actions to solve them.

Business game is a simulation of various aspects of professional activity and social interaction.

Role - playing game is the playing of certain roles by participants in order to solve or study a specific situation.

Group discussion is the general discussion and analysis of a problem situation, question or task. Group discussion can be structured (in other words controlled by a coach when answering the questions raised) or unstructured (the discussion depends on the participant of group discussion).

Brainstorming is one of the most effective methods to stimulate creativity. This method allows finding solutions to complex problems through the use of special rules. At first, participants are invited to express as much as possible options and ideas, including the most fantastic. Then from the total number of ideas expressed the most successful, which can be used in practice are selected.

Warm-up games are an instrument used to manage group dynamics. This type of games allows participants to relax and release tension.

Facilitation is a tool that allows to stimulate the process of information exchange within a group. Facilitation accelerates the process of awareness, stimulate group dynamics. A coach during the facilitation process helps to lead group discussions more effectively, directs the process in a right track.

Video analysis is a demonstration of videos produced by a coach, or videos in which training participants show different behaviors. When using the method of video analysis everyone can clearly see benefits and drawbacks of different types of behavior [8].

The training approach is extremely organically blends with the existing current approaches to teach foreign languages. Through this method it is relatively easy to achieve communicative orientation of lessons, create a favorable psychological atmosphere in the classroom and stimulate the process of communication and interaction of participants.

There are several groups of criteria used to evaluate the effectiveness of training - training:

- participants' views;
- teaching material learning;
- behavioral changes;
- operating results;
- cost-effectiveness.

Experience shows that the use of the training during foreign language practical classes helps the teacher in adapting students for professional work, teach them to communicate with foreign partners, show the versatility of business communication.

Training exercises help in developing students' professional capabilities and skills to master such complex activity as business communication. Implementation of training exercises in the classroom helps virtually reproduce the communicative skills of students of different specialties, which is impossible at conventional practical lessons, prepares students for professional work when they are out of the class. Therefore, the training can be considered as a new technology in the educational process, which is extremely helpful in adaption of future specialists to their profession.

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